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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MARCH 4, 1929

EDITORIALS:—
Safety First 247
Education in California 247
Indebtedness to Schrope 248
Attractive Hawaii 248
Doctor of Music 248

WONDERFUL HAWAII 249
By A. E. Winship

BELDING'S PAGE 251

THE VALUE OF EXAMINATIONS 252

ART IN EDUCATION 254
By Gerrit A. Beneker

AN ADVENTURE IN BOOKS 256
By Edwin Osgood Grover

USE OF THE DICTIONARY 258
By A. E. Winship

THE MODERN IDOL 260
By Arthur Dean

SCHOOL PROBLEMS 262

CHARACTER CHATS 263
By Joseph B. Egan
Tiny Tim Is Found 263
The Monkey and the Crab 263
Kite-Flying 263
The Tree of Life 264
Gradatim 264

EDUCATION IN ACTION 265

TREND OF THE TIMES 267

THE BOOK TABLE 268

GRINS BETWEEN GRINDS 269

JOURNAL MAIL BAG 270

WHAT GOOD DID IT DO? (Poem) 271

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EDITORIALS

Safety First

SAFETY education is to every one what George Fried, Harry Manning, and the lifeboat crew of the America were to the Florida.

When Captain Fried got that S O S call he did not ask: "Are the men worth saving?" When the crew climbed on to the deck of the Florida they did not ask which of the naked men were worth saving. A human life was to be saved.

Tens of thousands of human lives were lost in the United States last year without being given a chance to give an S O S call.

And practically all of them would be enjoying life today but for some one's carelessness.

The educational S O S call today is for "Safety Education." That takes precedence of much of the things being taught in schools, public and private. George Fried could have said: "Why, I am on my way to somewhere else. I have a standardized curricular program. I cannot detour. You have no claim on me. I have to make so many knots on my curricular voyage today."

The Massachusetts State Department of Education heard the S O S "Safety Education" call and promptly issued "A Course of Study in Safety Education for Elementary and Junior High School Grades," which is as noble a professional achievement as Dr. Payson Smith has had created in his career as State Commissioner.

Why should any university continue on its rolls any student convicted of drunkenness?

Education in California

WILLIAM JOHN COOPER'S report as state superintendent of California is an educational classic, and its appearance as he assumes responsibility as United States Commissioner of Education is guarantee of highest service in mastering the details of education in the forty-eight states, territories and other related peoples.

The educational history of California from the first public school in 1848. and the first school law in 1852, to the vast school system of 1928 is the most fascinating educational record which the new world provides.

It is inconceivable that a state official who had to make three hundred and eighty public addresses and conference talks in a year could have mastered the historical details, analyze, classify and

magnify the significant features of the most complicated and interesting educational development of seventy-five years in the old world or the new.

There has been no equally difficult study made professionally, not to say officially, and it is cause for national congratulation that the country has at the head of its public school interests a master mind to view educational functioning clearly, discriminatingly and judicially.

Dr. Cooper has had the unusual opportunity to administer two city school systems and a great state system, which this report shows he has learned to know in every detail as few men have learned any school system in any number of years.

Dr. Cooper is sure to give the Bureau of Education national and international prominence unsurpassed, to say the least, by any educational official anywhere at any time.

"The Parent-Teacher Broadcaster," official publication of the Council of Parent-Teacher Associations, Minneapolis, Calvin Deming, editor, leads the teachers, parents and other citizens skilfully and enthusiastically along wise ways of promoting making children better.

Indebtedness to Schrope

J. M. SCHROPE, an assistant county superintendent, Schuylkill County, Pennsylvania, is one of the chief sources of illustration in our platform work of a quarter of a century. We had not enjoyed his comradeship for some years until recently.

That which captivated me was the fact that he and his brother had hens that laid extra good eggs that were sold to a hotel in Philadelphia for fifty per cent. more than the reigning price, and the hotel agreed to take all the eggs produced.

The Schrope Brothers agreed that no egg should be more than two days old. If there was one egg in a case of 360 eggs that was more than two days old by the modern test there was to be no charge for any eggs in that case.

We used to ask how many teachers or other educators would be willing to forfeit pay for three hundred and sixty days if one day was not as good as it might be.

For a quarter of a century the Schrope Brothers have sent eggs to that hotel on those conditions, receiving fifty per cent. more therefor than the market price for the best eggs.

Assistant Superintendent J. M. Schrope and his brother have greatly extended their farm interests, always getting a bonus price for all their products.

One of their present interests is the raising of prize-winning day-old chicks. They agree to deliver six thousand day-old chicks of their special breed each week for fifty-two weeks in the year. That is some contract.

They have been doing this for five years, but there has been no year in which they have not learned to do something in some way better. Versatility in mentality is their stock in trade.

Versatility in mentality pays as big a dividend in educating children as in breeding day-old chicks.

Attractive Hawaii

APPRECIATION of Hawaii is a passion with every one whom we know who knows these islands. "Paradise of the Pacific" is the official designation. A prominent college professor has greeted me since my return with this exuberant appreciation: "I was nearer heaven in Hawaii than I expect to be again."

We were there but eleven days, from the day before Christmas till after New Year. It was like glorious June weather. There is no language that can give the faintest suggestion of holiday weather where there is no suggestion of winter.

We are sure that the Royal Hawaiian Hotel has an acre of land and sea, with more comfort and luxury, health and pleasure for twenty-four hours a day for three-hundred and sixty-five days in the year than any other acre under the stars and stripes. We did not live there for good and sufficient reasons, but we did live near by at the Halekulani, where there is everything except the superb luxury which one can pay for at Royal Hawaiian.

Why any one with abundant means who has no business interests to keep him elsewhere and can have his family and friends with him ever lives elsewhere is a mystery.

If one is climate or altitude conscious the Creator has made this place for him in the Mid-Pacific.

Doctor of Music

TEMPLE UNIVERSITY, Philadelphia, honored itself at the dedication of its new twelve-story University building on February 15 by honoring Mrs. Frances E. Clark with the degree of Doctor of Music. Dr. Frances E. Clark has prominence in the music world which has been attained by no other leader in education. It is seventeen years since she made it possible through the Victor records to take real music into the schoolroom. She has selected, co-ordinated, arranged and graded the most beautiful music for every grade and for every occasion. She has made it possible for children in school to hear the most eminent soloists and instrumentalists, choruses, glee clubs and oratorio. She has been the most vitalizing leader in the creation of musical associations in England and America, and this recognition by Temple University is appreciated by music lovers of the country.

Wonderful Hawaii

By A. E. WINSHIP

WE VISITED the Hawaiian Islands in December, 1928, for the first time, and it was a revelation for which we were wholly unprepared.

We simply knew that the climate was delightful; that every season's bloom was gorgeous; that the pineapple and sugar industries were immense.

We had seen innumerable pictures of craters and scenery, but nowhere had we seen or heard that civilization had an entirely new birth in Hawaii.

Never had it been said that there was less race consciousness on those five islands than anywhere else in the world, or that there was less theological consciousness than anywhere else in the world. Never had it been said that there is an entirely new public school consciousness there.

There is more weather consciousness than we have ever known elsewhere. They want literally perfect weather twenty-four hours a day, every day. Good weather is their idol, and while they have the best weather under the stars and stripes, a little breeze one day while we were there caused more anxiety than a hurricane would where good weather is not the idol.

Nowhere else have the mysteries of creation in nature been so recently and so universally in action as there, and nowhere else have the complex problems of civilization been so sanely and universally solved, industrially, civically, and socially, as by the one-third of a million people of the Old World and the New on these five islands.

Nowhere else has education of all people of many races been so quickly established along modern lines as in Hawaii.

The advantages of creation and civilization are merged in education in Hawaii, eliminating waste and carrying forward physically, intellectually and socially only that which vitally improves human nature.

In the twentieth century there has been a noble demonstration of education as a civilizing force in Hawaii, two thousand miles from Western civilization and still farther from Eastern civilization.

Education and Christian civilization have peacefully harmonized all that is best in the oldest scholarship and in the newest personality.

The Territorial Education Association on Maui, on Christmas week, 1928, gave us the first opportunity to know the matchless achievements of civilization, industrially, educationally and socially, of the Pacific Island Territory of the United States.

The story of the Sandwich Islands is the greatest record of educational achievement in the civilization of modern times.

Civically it was the evolution of a chieftain of a local idolatrous tribe to the kingship of a united five tribes.

Religiously it was the submergence of theological idolatry by the recognition of achievements of Christian civilization.

Industrially it was wise and skilful use of soil and climate for the solution of labor problems and the development of masterful financial conditions.

But it is education that has played a vital part in the creation of the most virile civilization in the world.

Although the native blood, pure and merged, has been the source from which much of the stabilizing influence has clarified the progressive spirit of education, and while much of the virility of progress has had leadership from the mainland with the unifying force of the English language, there have been marvelous contributions of educational statesmanship and more wonderful skilful educational salesmanship from the Chinese, Japanese, and Filipinos.

Any attempt to analyze or classify the relative strains of forces or sources which have produced the only system of education in the world without race consciousness would be futile, but too much emphasis cannot be placed on the fact that here is a group of educators with scholastic aspiration, professional heroism and intellectual poise unsurpassed by teachers with a traditional inheritance of any single race or with any line of cultural personality.

One fact is more forceful than any array of glittering personalities. These complex American teachers, more than two thousand miles from their mainland associates, of more races and nationalities than are among the eight hundred thousand public school teachers on the mainland, have increased their life members in the National Education Association since the Minneapolis meeting last July, from twelve to thirty-nine, with assurance of passing the fifty line in the near future, aspiring to one hundred life members by the time of the Atlanta meeting.

In proportion to the population, it is safe to say that individual public school teachers in service in Hawaii have fifty times as many life members in the National Education Association as in New York State or as the average in the forty-eight states. None of these thirty-nine are "honorary," none have been "presented" by any admiring fellows. They represent personal consecration and professional devotion.

We confess to have had some anxiety as to one's ability to talk to a group of delegates with such

various racial and national backgrounds, but in seven addresses before these teachers we were always conscious of intense attention and keen discriminating appreciation of the most progressive message we have ever given to any body of teachers.

Our acquaintance with the teachers in service from kindergarten to senior high school magnified our appreciation of the rank and file of the teachers as well as of principals, superintendents and supervisors, and especially of territorial leaders.

There is no appreciable difference in the ability of teachers of any race or nationality to learn how to teach any best thing in the best way.

We must resist the temptation to report on the many thrilling experiences in several schools and many classes. A few must suffice.

In an elementary school where our coming was unexpected, we entered an assembly of sixth, seventh, and eighth grades of Hawaiian, Chinese, Japanese, and Filipino pupils.

After they sang "The Star Spangled Banner" I was unexpectedly announced to speak. It was the first opportunity to speak to a group of non-Anglo-Saxon pupils, and in order to gain time to think of what I could say, I asked if they could sing "The Battle Hymn of the Republic." A Chinese girl led them in as thrilling singing as I have ever heard.

In another elementary school there was a surprising demonstration of the creation of law and order, of morals and manners, of ardent devotion to loyalty and civic righteousness.

Four Chinese girls greeted our party with a native song. Eight Japanese girls with a native song gave us a hearty greeting. Half a hundred Hawaiians, Japanese, Chinese, Koreans, Filipinos and Anglo-Saxons sang a group of American songs accompanied by banjo and ukulele.

The "Experimental School" is the height of modernism in progressive education. It is the creation of a master in the science of subject teaching.

Nothing new, no matter how captivating it appears to be, no matter how alluring professional propagandists can make it appear, is allowed in any school until it has been tried out by experts in the "Experimental School," and it must pass from experiment to demonstration before it goes into effect. When its virtue is established beyond question the teachers of that subject of that grade see it in action in the "Experimental School" in a real class by a genius in the art of selling subject methods.

The high significance of all this work is to find a better way to learn a better next step all the time. There is never any expectation that they can find a plateau upon which to rest, while exploiting the wonderful achievement. There is no tendency to exploit the genius or masterfulness of any one. The Territorial Government under the direction of Will C. Crawford, territorial superintendent, provides all books and material needed to discover whether a given experiment will develop into a demonstration.

Perhaps the most outstanding demonstration of patriotic Americanism and Christian civilization was in a school, mostly Orientals, in which the twenty-third Psalm was recited in clean English with thrilling characterization and interpretation. The "Declaration of Independence" was recited by a Japanese student with a devotion that was inspiring. A Chinese student gave an impromptu New Year address of "Appreciation of the United States" with a glorious consecration of democracy for the world.

Education as a promotion of Christian civilization made progress from the time Hawaii became a territory of the United States, but circumstances checked the pace of progress until after the World War, but since then education has functioned almost miraculously.

When H. W. Kinney, who had organized educational activities as territorial superintendent of schools, was tempted to devote time and talent to journalism and literature in which he has attained international fame, he was succeeded by Vaughan MacCaughey, now editorial director of the California State Teachers Association, who was succeeded by Willard E. Givens, now superintendent of Oakland. Will C. Crawford, who has been in office longer than has any other territorial superintendent since the war, is harvesting the fruit of their labors.

From any standpoint education in the islands is highly creditable progressively, scholastically, and in the industrial arts.

The University of Hawaii under the skilful leadership of President David L. Crawford is toning up the scholarship of the teaching profession, of the University students, and of the people as a whole. The State Normal School inspired and directed by the principal, Benjamin O. Wirt, is magnifying professional education delightfully.

That which makes Hawaii more interesting than any other six thousand square miles in the world is the fact there is no one race or nationality much more numerous or any way more dominant than any other, so that everywhere, in every community, in every school, in every church, in every industry, there are races and nationalities. There is nothing comparable to this in any other equal area on the globe.

No race or nationality is supreme socially, educationally and religiously, and none has occasion to feel inferior. Of course there are cleavages, but they are so artificial as to have no effect anywhere in anything. But there is no domineerance by Hawaiians or Anglo-Saxons. This is especially noticeable in the schools.

(To be continued next week.)

Belding's Page

REFORMERS MAY REST

INTELLECTUAL leaders who decry the prevalence of cigarette smoking—or of candy eating—in the United States should take courage. War has been declared upon these "evils," not by moral zealots this time, but by the manufacturers of certain articles, including the two just named.

It might be regarded as a civil strife, were it not for the fact that an occasional manufacturer turns the guns of his advertising against himself and his own product.

Perhaps it started with the slogan of a certain cigarette. "Not a cough in a carload" may have suggested for the first time to millions of Americans that there is a connection between smoking and coughing. The slogan may have helped the business of one manufacturer, but it must have hurt the cigarette industry as a whole.

Later appeared advertisements for a tooth paste, calling attention to a method by which girls might purify their breath after smoking—thus restoring a loss of charm. Thereupon many a maiden bethought herself for the first time of this particular "out" of the fag that had been so fascinating.

Now the masters of tobacco ballyhoo are suggesting to the great American public that it "reach for a cigarette instead of a sweet." Aha, so candy is injurious! Already the candy makers, meeting in solemn assemblage, have resolved against the tactics of the cigarette makers.

Advertisers of cough drops were quick to take the cue offered by the cigarette interests, and are offering a palliative for the tobacco cough—or is it a paper cough?

Anyhow, the missionary work goes on. The burden seems about to fall from the shoulders of educators. Industry itself has taken up the job with an energy altogether remarkable.

MANAGEMENT OF PARENTS

ELLEN and Louise were delighted when they learned that their friend Doris not only could come and spend a week with them, but could bring her father's car. Their own parents belonged to that fast dwindling number who are without the modern means of locomotion.

Doris arrived and the motor trips began. All went merrily until the mother of Ellen and Louise remarked that of course the girls would not drive out at night without some older person going with them.

Then Mother simply had to be enlightened. Her daughters informed her that she was the only maternal ancestor of the kind still in captivity. She was an old fogy, a back number, a hazwuzzer, and a prude. She didn't appear to know anything about modern young people and their ability to take care of themselves. Why, what could happen?

Mother endeavored to explain, but her state of mind was unique and hopeless. But the girls stayed in, that first night. She had retained a vestige of authority somehow, though obviously autocratic.

Next morning the visiting Doris received a letter from her father. He expressed the hope that she would have a fine time, with lots of excursions in the car. "But," he added, "of course you girls will not ride out at night unattended."

Imagine not, gentle reader, that the cautious mother, thus momentarily reinforced, not to say vindicated, will not encounter the same form of argument from her daughters on subsequent occasions.

"United we stand, divided we fall," is a motto much neglected by parents. Their children unite to conquer. They add to their small group the hosts of youth flying the banner, "Everybody does it," while the isolated parents stand petrified, or fall paralyzed upon the ground, and are trampled.

If parents would find some way to hang together they would less frequently be hanged separately—in effigy—by their progeny.

Meanwhile, youth gets away with a lot of things and does acquire a certain facility in self-management.

A certain girl in her teens was causing much anxiety to a matronly soul in the neighborhood, by keeping late hours and going in wild company. One day the girl remarked to her older friend: "I'm mighty sure no daughter of mine will be allowed to do the things my mother has let me do." After that, the matronly soul ceased worrying—and the girl has turned out better than average.

OFF-CAMPUS INSTRUCTION

UNIVERSITY professors who can popularize knowledge by lecturing and writing, may render a great and needful service. There is no reason why instruction should be confined to the classroom, or why the younger generation should have exclusive rights to what the intellectual leaders have to impart.

It is when the off-campus activities absorb too large a portion of the professor's time and energy, that these activities require curbing. If the growing demands from outside are to be met, university faculties must be enlarged.

Anson W. Belding

Associate Editor.

The Value of Examinations

(Discussion continued from February 25)

A. L. THRELKELD
Superintendent, Denver, Colorado

THIS is a very difficult question to answer, since there are all kinds of examinations given under all kinds of circumstances. But I shall attempt to make a general statement as follows:—

The difficulty in giving examinations in the schools resides primarily in the difficulty of making such examinations typical of life. If schools are life or are to prepare for life, obviously examinations given in them should be typical of the kind of examinations that one has to pass in life at large in order to be successful. That naturally brings up this question: What kind of examinations does one have to pass in the real battle of life?

The trying situations that are met in life seem to test certain qualities on the part of the individual, such as proper discrimination in the selection of purposes, the ability clearly to perceive a purpose in terms of its values. the ability to organize experience in such a way as to achieve the purpose, and perhaps above all the disposition to exercise these abilities. Involved in the foregoing are such qualities as initiative, resourcefulness, ability to organize and to execute, to maintain an open mind, sustain judgment until evidence properly justifies a decision, poise, self-control, cheerfulness of outlook, and the like, all of which go together to make up the successful personality. The development of such qualities must be included in the objective of any process that deserves the name of education, and examinations should measure in terms of the whole objective sought. Examinations that measure only memory or some other fragment and do not take the whole into consideration are probably not of much significance. The newer type tests which attempt to scatter themselves over many of the factors above referred to are no doubt, when properly organized and used, a move in the right direction. But any system of examinations which emphasizes the measurement of a mere fragment or a few fragments to such an extent as to take the mind off the fundamental objectives is a vicious thing and there has been a great deal of it in what we have called education. No doubt there is still a great deal of it.

I realize that this is rambling, but, to conclude quickly, may I say that I should favor any test or examination that would actually give exercise in developing the fundamental qualities and attitudes above referred to, and I do not consider any other kind to be fundamental in importance. However, they may be justifiable as mere incidents to the main thing that is going on. In all probability, granting much progress in testing and hoping for much more, we do not now know how to give formal examinations which actually measure the most important things. It is doubtful if written examinations or any highly specialized form ever will be adequate.

W. C. T. ADAMS
Superintendent, Keene, New Hampshire

IT MAY appear unbelievable, but it is true, nevertheless, that Greece reached the acme of her civilization without the aid of examinations.

During the "Golden Age" of Greece, a period of some six centuries, Greece reached a stage of civilization never excelled, and probably never equaled, and this before the examination was invented.

Socrates, Plato and Aristotle were products of the Periclean Age—an examinationless age.

If Greece arrived without examinations, why are they needed now?

After Greece was conquered by Rome, Emperor A. Pius founded an Athenian professorship. To fill this position the examination was invented. We hear little of it through the "Dark Ages," but it comes to life again in 1702 at Cambridge University and has been going strong ever since. It has attached itself to our educational system like a parasite and remains but little changed to this day.

Today we hear too much about grades and passing "exams." One is often led to believe that schools exist for no other purpose than for giving and passing examinations. When examinations come to be the most important motive in our schools, the higher purposes are lost sight of, and instruction becomes formal, and knowledge superficial.

It is conceded that no examinations are needed in the elementary schools. In the grades the teacher is always in close contact with her pupils. She keeps a record of their work and knows which ones should and which ones should not be promoted.

Formal examinations have no place in junior high schools. The junior high schools are diagnostic in nature, their purpose is to give the adolescent pupils a chance to find themselves. Themes and quizzes are frequently given. On the completion of the course, achievement tests may be given. These tests will help to determine the pupils' accomplishments. The old type examination would reveal nothing more.

In high schools altogether too much time is wasted in stated examinations—time that could be used to much better advantage.

The writer visited a high school where a week is set apart at the end of every six weeks for formal examinations. One-sixth of the school year wasted. Yes, more than wasted. Unfinished topics were broken into, school routine upset, pupils

nervous and teachers overburdened. In this school cramming takes the place of rational study. Its prototype is found all over our country. Sheer nonsense.

If the teacher gives frequent quizzes, requires themes and essays during the course, much more and better work will be accomplished.

Will eight or ten questions given as an examination in the history of civilization determine a pupil's knowledge in that subject? Often these questions are carelessly selected and slovenly written or worded. The answer is evident.

Pardon a personal allusion. The writer has always been fond of Greek history; at the end of a course in this subject when he was a student he was given an examination. He received a grade of seventy-nine and seven-eighths per cent. He failed by one-eighth of one per cent. Pretty fine figuring. The professor would not change the grade, but finally decided that I could try again in two weeks.

I threw my history under the bed and reviewed not a word; at the second examination without further study I received a grade of ninety-eight per cent. The professor said: "What you needed, young man, was good hard study." I did not argue the case.

Cramming for examinations is a pernicious habit. What one learns is only evanescent, yet we make our pupils burn midnight oil to get high marks. If the teacher has done her part; that is, done her work well, all that is needed is a brief review and an essay examination.

Alluding to my experience again, for which I trust I may be pardoned. At the time I went to high school it was quite the thing to take the classical course. To take any other course was "cheap" and one was a pariah. I got permission to carry German and Danish as extras. I could read, write and converse in German and can today. Latin I never knew and never will only enough to "get by." However, in final examinations I got ninety-six in Latin (a case of cramming for "exam"). In German, a subject I knew, I got a grade of seventy-eight, and in Danish I received eighty.

I was convinced long before I made a study of education that something was wrong, and I have not changed my opinion.

The personal equation and teacher's judgment enters too much in the formal examination. It is not safe nor reliable. (See experiment of Starch and Elliott in University of Wisconsin.) They do not reveal what they are supposed to reveal. They cause the pupil to cram, disrupt the routine of the school, discourage slow pupils, overtask the teacher, and are a waste of time. Let us therefore relegate them (the formal examinations) to the pedagogical graveyard along with formal discipline.

If examinations must be given let them be some kind of standard or achievement tests or the essay examinations.

Moral: What is needed is more good teaching and less poor examining.

FERN NICKERSON

Mattoon, Illinois

WHAT good are examinations? That is what I would like to know as I sit here with a pile before me. Probably much could be said on both sides.

The good student does no better by having them. He would do well either way, and the poor student does poorly either way also. Usually they are approached with fear and trembling, although the teacher advises them not to worry, that they are just "big tests" anyway. But they have an inborn tendency to fear them and fear they do, so that on the appointed day in spite of the "bits of coal" and the "rabbit's foot" practically everything has left them. Information they could have given a week before has vanished.

Should exemptions be made? I grew up in a system where it was the rule to be excused from examinations if you made a certain monthly grade. Everyone strove to attain that average, and made much better grades than they would otherwise have done. Oh, what a joy it was to get a few days' vacation! I think the teachers really enjoyed not having those extra papers too. Examination under that system became a penalty rather than a "learning exercise." All would have been well had I not gone to college and had to take examinations. I had never had to take examinations, and just the thought of them appalled me, and still does.

However, in all the business world they make an inventory each year, and why not take one in the educational field? If the student knows he is going to have to "take stock" he will probably be more careful in storing up his ideas. Then there is much to be gained by making a summary and viewing things from the top of the hill to get their real importance and proper relationship to the whole.

But possibly the question is not so much "Shall examinations be given" but "What kind of examinations should be given?" Certainly the old traditional examinations are "Educational hash," and are anything but interesting.

I believe if examinations were weighed in the balance they would be found wanting. Should we do away with the finals? I do not know, but I should like to try the experiment for awhile. But then if we should how could we ever be sure we were right? Results in education are so intangible and difficult to measure.

[This symposium will be continued March 11. An expression of your viewpoint is invited.]

Art in Education

By GERRIT A. BENEKER
Winchester, Mass.

*(Second Article)**

IN MY first article I said that a start in a new direction had been made. There are several forces working toward renewed art.

Some time ago I approached the dean of economics in one of the largest technical institutions in the country on the subject of art. After listening to me for a while, he exclaimed: "Well, I don't know much about art, but last Sunday I was in the Boston Museum, and really, ten minutes was too long."

Let us not blame the worthy dean. Had he entered the studio of most any painter and had tried to talk economics with him, I am sure the artist would have been bored.

When I realized that the dean did not understand what I was talking about, I showed him pictures; reproductions of some of my paintings of workmen and of industrial scenes. "Oh," he exclaimed, "but I did not see any pictures like these in the Boston Museum. If I could obtain such pictures I should hang them in the classrooms where the boys could study them." This kind of art was economics to the dean, and, aside from lecturing twice before seniors in his department, the reproductions of these paintings, together with their accompanying editorials, are available to his classes.

"But why?" he asked, "are there no pictures of this kind in our art museums? People would understand that kind of art."

Is there any art museum in our whole country today which has in its permanent collection a portrait of a typical workman?—of the man who is the foundation of society? I know of none. Nearly every one of our art museums is under the trusteeship of old minds, "millionaires," who do not recognize Mr. Workman. Portraits are always of people high up in society—nobles, kings, statesmen, and financiers—who can well afford the price of a portrait. It is traditional, and, therefore, a mere workman is not to be painted; he just does not belong—in an art museum. The only time the workman is wanted is when we want him to do some work or when we want his money—as in the Victory Loan Drive.

These same trustees are in the hands of art dealers who maintain expensive galleries on Fifth Avenue by importing "antiques" and clever forgeries from Europe. There will be protests to this statement. There are some honest art dealers, of course, but, if the truth hurts—let it hurt. We are afraid of the truth. While a guest of management in one of our largest corporations, the chairman of the board of directors—while he agreed with me in having a fine idea and approved of my work, said: "But, I think I can see where management is afraid of it." "Why?" I asked. "Why!" he exclaimed, "it's too damn true!"

Are we, then, to continue to live in a pack of lies? Our president-elect, Herbert Hoover, on his South American trip, spoke of "The abandonment of aristocracy, and, therefore, with no frozen classes at the top."

Applying this to the field of art, we have at least one art museum conducted along the right lines;—at Reading, Pa. This museum is owned by the city and under the supervision of the Board of Education. There are no "frozen classes at the top." Its director, Levi W. Mengel, a naturalist, long a teacher of zoology in the high school, is the moving spirit which has brought this about. His able assistant, Mr. Poole, is an accomplished artist. The director had his struggles with "frozen classes at the top," but he has won. This museum is in a park at the outskirts of the city, surrounded by landscape gardening, and before it is a pool with floating swans.

The first floor is given to natural sciences, and the second floor to works of art. The policy of the museum is to acquire American art only and direct from the artists living today. In the basement is a wealth of specimens of birds, butterflies, beetles, and raw materials still to be mounted.

The school board operates special busses which take pupils from the city schools directly to the museum every day as part of their educational work. Any boy or girl may find there almost every kind of raw material, and may make it into a finished product. Here, then, are art and science proceeding hand in hand as they should.

Nor would I condemn, entirely at least, our art museums, their trustees, and directors in our great cities. There is great value in the history of art, but, if art is to mean anything to busy people of today, especially to our children, it must be an art of today, inspired by all that is best in life as we find it all about us. Art is not technique alone as most painters believe it to be. What we have to say through our mediums of expression is far more important—provided we say it well through our mediums of expression.

At every turn we hear, "Modern Art." What is "Modern Art"? Something new in life, form, and color? cooked up by so-called artists confined in four-walled studios in Greenwich Village; introspective, morbid, too often actually degenerate? All primitive people and children are real artists, even in their crude way, because they are natural, intuitive, and unaffected, but, for the people who

*First article in issue of January 7, 1929.

have grown up in our civilization, who have learned to draw, to construct, to build, after years of patient toil and study to turn suddenly to producing so-called "Modern Art," is pure affectation.

We ape Europe. Because the International Exhibition brings to us queer creations from abroad and because a jury of "modernist technicians" pastes the prizes on "wild art," we say: "Well, if the great Carnegie Institute recognizes this as ART, it must be ART." The new millionaires now rush in to buy this new art, and the dealers, playing their game for those who try to "keep up with the Joneses," cannot supply the market. So, many "artists" in America are turning "modernist,"—to supply the market; it pays.

We are not ourselves! In 1912 many young artists were aping Henri; in 1914 Henri was an "old hat," and Cezanne was the vogue. Two years later Van Gogh and Gauguin were all the rage; then Matisse and Picasso were on top. Who will be next?

There is a very silent but very wise man sitting in the White House in Washington, who is the last man we should think of as having any appreciation of art. He visited that International Exhibition in Pittsburgh—in fact, he opened it with an address. Sometime later he said: "As I looked at those pictures I felt that I could see through them into the minds of the nations which had created them. I could see the torment out of which they had been born. If that nation's psychology was still diseased, so was its art. The traces of neurosis were unmistakable. If, on the other hand, the nation was on the road to recovery, if its people were rediscovering the happiness which they had lost, the story was told in the picture, too."

Because the director of that art museum went to Germany and selected some thirty pictures of the "modernists" and then stated that this was "the official art of Germany," we were led to believe that all Germany was crazy. Not so! There are sane and "conservative" artists in every country, but "modern art" was the vogue. Now other art museums are "keeping up with the Joneses";—like children with wrist-watches—they amuse.

Real modern art will be an art intelligible to men, women and children when we artists go into their everyday life for our inspiration, and when we realize that art is not technique alone.

Art in education will become a living reality when we artists are commissioned to paint the great enterprises of our country, cotton, farming, wool, mining, lumbering, transportation; not only the material aspects of it, but every phase of it—especially the human element engaged in these fields.

Here is a chance for the Foundations, Carnegie, Rockefeller, Russell Sage, Guggenheim, and others—instead of sending half-baked youths to Montmarte who come back to us after a year's

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"research" with "modernistic" contortions of degenerate, half-clad females drinking cocktails—which pictures are awarded prizes in our art museums.

What did Emerson have in mind when he wrote: "Proceeding from a religious heart, art will raise to a divine use the railroad, the insurance office, the joint-stock company; our law, our primary assemblies, our commerce; the galvanic battery, the electric jar, the prism, and the chemist's retort, in which we seek now only an economical use"?

If the greatest art of all is the art of living, then, most certainly, it lies within the realm of the fine arts, painting, sculpture, drama, literature, and music, to lead the way.

An Adventure in Books

By EDWIN OSGOOD GROVER
Rollins College, Winter Park, Florida

THE plot of my adventure began nearly sixty years ago, when Ralph Waldo Emerson casually remarked that "Colleges, whilst they provide us with libraries, furnish no professors of books; and I think no chair is so much wanted." It is not necessary to quote the remainder of the passage, for, of course, you have read his "Essay on Books," where the passage occurs. Fortunately for me no one seems to have taken his suggestion seriously. Thousands of people in search of adventures in books have read this wise essay—and immediately forgotten its sound doctrine. High school and college students for three generations have read the essay as an "assignment," and yet no professor of books appeared on the educational horizon.

In 1876, however, two men seem to have simultaneously discovered Emerson's suggestion, for in that year Dr. William Matthews, professor of literature in the old Chicago University, and Frederick Beecher Perkins, librarian of the Boston Public Library, wrote two extended articles on the crying need for professors of books in all our colleges and universities. In these two essays the authors not only argue the case for the professor of books but outline his courses, and even describe his needed characteristics. It was very convincing and yet no professor of books appeared.

In order to encourage this evidently needed addition to the list of university chairs the United States Government, in 1876, published these two articles by Professor Matthews and Mr. Perkins in a volume of nearly one thousand pages, entitled "A Report on Public Libraries." All this happened fifty-two years ago, and there Emerson's suggestions for a professorship of books lay buried while our colleges went undisturbed on their academic way.

Several years ago I had an occasion to read all of Emerson's Essays rather critically, when I literally discovered for myself Emerson's ancient suggestion as to the urgent need for professors of books in all the colleges in the United States. My adventure began immediately. I became enamored of the idea of being a professor of books. Here was romance for you; the satisfaction of the pioneer; the endless pursuit of an idea that might or might not, be a real contribution to education—a real adventure in books.

I felt that here was my opportunity. After the wear and tear of years as an editor of books for publishing houses, and later as head of my own publishing enterprise, I was still in love with books and eager for any adventure they might offer. I recall the evening at dinner when I announced to my amused family that while I would not care to be a librarian, and could not be a professor of literature if I tried, yet nothing would give me greater pleasure than to be a professor of books. What was more, I announced that some day, somewhere, I was going to be that unknown thing, a real Emersonian professor of books. From time to time the idea bobbed up in our family circle and each time it was discussed I pursued the idea until I came to have a distinct vision of what seemed to me to be a worthwhile experiment in college education. All I needed now was an opportunity.

I did not have to wait long, for within a few months I saw a report to the effect that Dr. Hamilton Holt, for years editor of The Independent, had been elected president of Rollins College, in Winter Park, Florida, the oldest college in the state, yet fortunately for me still a small college of about 350 students. Here was my opportunity, or so it seemed to me, and located in the most beautiful spot in all Florida. Soon after, being in Washington, I made an appointment for a conference with President Holt, and dropped in upon him in Winter Park. I found a small college founded forty-three years ago by New England people, situated on a forty-acre campus bordering on beautiful Lake Virginia, with nearly a score of other lakes within the village limits. While most of the students now come from Florida towns the majority of them had their preparatory work at northern high schools.

My estimate of Dr. Holt was correct. He saw at once the cultural possibilities in Emerson's suggestion for a professorship of books, and after discussing the matter before his open fire until midnight he was ready with his decision. A few weeks later I was appointed the first professor of

books in the United States. My dream had come true and I was to have the opportunity to try out Emerson's suggestion that no one—except Professor Matthews and Mr. Perkins—had taken seriously in more than half a century, until President Holt with his quick imagination saw its cultural possibilities. Thus ended the first chapter in my adventure in books.

The real adventure, however, began when I took up my work and found that one hundred and twenty-five students had elected my two courses, which made it necessary to limit the courses to juniors and seniors, leaving me two classes of about thirty students each.

In place of the conventional classroom arrangement I had a fourteen-foot oval table built by the college carpenter and covered with green felt. About this are grouped comfortable armchairs. The psychology of tying the class together about the large table was most effective, and resulted in a group feeling that could not be secured in any other way. Across one end of the room are open bookcases containing about three thousand selected books from every field of literature, which serves as a departmental library. On the walls are old missals, autographed portraits, rubbings from Shakspeare's tomb and other bookish pictures that may help to give the room somewhat the appearance of a private library. There is really no reason for the barn-like classrooms that are found in most of our colleges.

The principal course offered was a reading course in American and English literature, meeting three times a week throughout the year. This was a course in *recreational reading* with no prescribed or uniform outline. Its purpose was rather to encourage each student to follow "his native aim" in the hope of developing an appreciation of good literature and confirming him in reading habits that would follow him through life. Considerable time was spent in reading aloud some of those choicest selections that should be a part of every man's cultural heritage. Each student kept a record of his reading in a cloth-bound volume entitled "Books I Have Read," with a summary of each book, and his comments upon it. The number of books read by each student during the year varied from thirty-five to seventy-four. A summary of these reading lists would indicate "What College Students Read and Why" at least so far as one college is concerned.

During the first term a background course in "The History of the Book" was offered on Tuesdays and Thursdays. This course covered the history of human records from hieroglyphic and cuneiform writing, through the age of the papyrus books of Egypt, the missals of the middle ages, the block books of the Netherlands, to the invention of movable types by John Gutenberg. The story of Gutenberg's struggles and tragic death formed

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This was a fall term course, and on corresponding days of the spring term a course was given in "Literary Personalities," or a study of the biographies of some of the outstanding writers of English and American literature. It is difficult to put down in black and white even a summary of these courses, for the work was so varied that nothing but a daily record would give an adequate picture of its richness, its variety and its stimulating quality. High spots, of course, were the delightful talks by Hamlin Garland, Clinton Scollard, Sherwin Cody, Jessie B. Rittenhouse, Dr. Edgar J. Banks, John Clyde Oswald, and other noted persons who gave intimate account of great movements and great personalities in the development of the printed books and of English and American literature.

Rollins College is fortunate in being located in Winter Park, with its large colony of literary people who make it their winter home. This literary atmosphere naturally reacts on the students and stimulates their interest in creative work. One of the by-products of the course in "Books" was the publication of an undergraduate literary magazine called The Flamingo, which is distinguished in format as well as in the quality of its contents.

Altogether it has been a real adventure in books, a pioneer experiment in cultural training in a small college and under almost ideal conditions. A number of colleges are already planning for similar courses, and Emerson's wise suggestion may yet bear fruit in enriching the courses of study of our leading colleges and universities. In any case the experiment at Rollins College has been a delightful and profitable adventure for us all.

Use of the Dictionary

By A. E. WINSHIP

JOHN A. STRANG, principal, Nobel School, Chicago, has written a serviceable booklet of fifty pages on "The Use of the Dictionary" (American Book Company). He recognizes that an unabridged dictionary is as necessary for intelligent living as pure air and enough of it is for physical well-being. Culture never comes externally any more than health is protected by keeping cold air from the chest.

Some years ago a well-meaning man left by will a fund to provide wool undervests for all families unable to protect themselves adequately. At that time and for several years thereafter most of us born before the Civil War thought that red flannel was the watch dog of the lungs. Most of us added to a heavy wool undervest a red flannel chest protector.

The town responsible for the use of that bequest reports that there has been no use for the income for several years, and seeks legal advice as to the use of that foolish fund.

Until quite recently it was supposed that "higher education" could provide red flannel culture by having students protect their culture by studying standardized masterpieces and translating antiques.

Today culture is impossible unless one knows how to use a dictionary that is up-to-date. A dictionary is to culture what fresh air is in the system.

Fresh air in the lungs is wholly inadequate, for the whole system from scalp to toe nails needs to be exposed to fresh air. So culture today needs to be refreshed by the reasons for freshly created words. It is not the spelling alone but the pronunciation, which is never reliable unless one can syllabicate naturally and emphasize discriminatingly, which requires a knowledge of the origin of new words. There is infinitely more culture in knowing all about *accumulator, ampere, ammeter, kilowatt, ohm, rheostat, voltmeter, amplifier, heterodyne, static, quadrant, quoin, monotype, logotype, rotogravure, tympan, applique, batiste, georgette, khaki, percale, matrix, jettison, annuitant, entrepreneur, bourse, drayage, fiduciary,* and *numismatic,* than to have translated thirty years ago any curriculated Greek or Latin that one has never tried to translate since.

To know how to use an up-to-date dictionary is artistic culture.

No conqueror can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.

—H. G. Wells.

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Not until the radio came into our lives have we appreciated the personality values of a good speaking voice. How we wish that some speakers would have their adenoids removed! How many tongues, good as they may be for tasting, are poor tools for vocal expression! What a contrast between a nasal introduction and the sweet music which follows!

What satisfaction when the voice is a model of correct diction and cultural knowledge! Radio statistics will never tell us how many votes Charles Evans Hughes won for Herbert Hoover or how much Senator Borah influenced leaners toward Governor Smith to drop on the other side of the political fence.

The loudspeaker not only told us what Smith and Hoover thought but — what was more important in influencing our vote — gave us a very clear picture of the candidate who was doing the talking.

An offensive voice may turn the head of our friends as much as the much-advertised halitosis. But it takes more than a mouth wash to bring out a pleasing voice.

One's nose should not be his mouth and the time to correct adenoided speech is when the child is young.

Slipshod expression of thought does not impress employers, sweethearts or teachers. The training time for clear expression of ideas is at the family table and the classroom.

"What d'ye call 'ems" or "Thingamabobs" are more expressive than descriptive.

Let us remember when we broadcast to friend or foe that our listener is the Mike into which we talk and that the "reception" we get may vary in quality and quantity with our use of a well-rounded vocabulary, a diction giving each word and each letter its proper value and a voice with both a smile and a grip.

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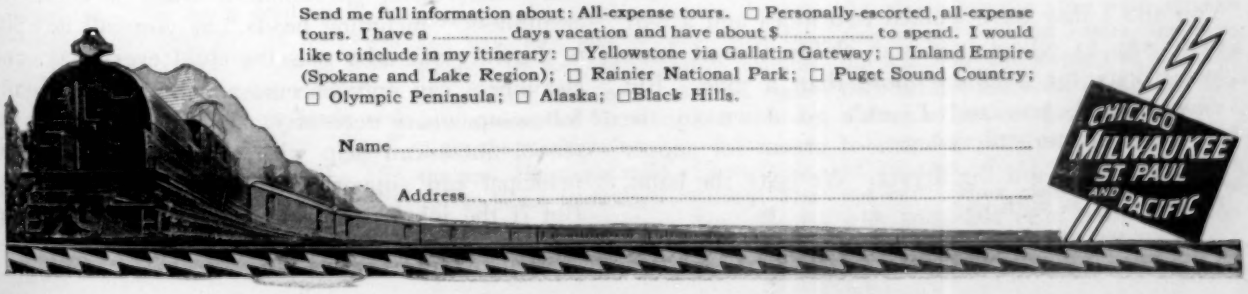

School Problems

Edited by a School Executive

236. Why in spite of new books do I find my teachers using sets of old readers, and what can I do to remedy it? (Wis.)

Your question sounds as if you had followed a common practice of buying new readers, but were also using up your old ones, and find your teachers using the old, poorer material in preference to the new. That is not an uncommon situation. The old readers are easier for some teachers to use. They don't have to prepare their lessons so carefully. They are familiar with the content of the old book and they have to study the content of the new. The new readers pre-suppose careful preparation on the part of the teacher, and intense, active classwork. She can sit back and "hear 'em read" with the old books. All change is apt to mean work, and therefore many teachers shy off at any suggested change on general principles.

We have some teachers who think the old must of necessity be better than the new. They have prejudices to which they cling tenaciously. They are set.

A third class who prefer the old type of reader are of the old scholastic type. Reading means literature and a very limited amount of English literature at that. They have not caught a glimpse of the newer psychology of teaching at all.

What can we do, you ask? You can get reading experts out to talk to your teachers on different series of reading books. You can get some reading specialist to come and give your teachers a course in reading. If you are a superintendent in a small place, and have no general supervisor, you can study up the subject yourself, make classroom visits to hear reading, and help the teachers both individually and in a group. Have some teacher who is very good in teaching reading give a demonstration lesson for the others or let your teachers who need it most visit her room. These last two ways have to be handled very tactfully. If necessary call those old books in and burn them up.

237. Are we carrying this business of transportation too far? Are we raising a generation of spoon-fed softies? (Ohio.)

Yes, in some spots there is grave danger of our doing just that. Many of our boys and girls who ride to school would be better if they walked. You and I may have walked two miles and a half each way to school, and our children must have bus tickets for anything more than a mile. But why? Well, you and I can't go down to the little corner store for a bottle of cream for supper without taking out the flivver. We have the habit, and the boy is with us.

Then we are so afraid that somebody else's boy may ride while our boy walks. We want to be sure we get our share out of the town, you know. Oh, no, of course we don't admit it, but his mother belongs to the mothers' club, and they talk it over there. "Jimmy has a bad heart, and Susie's nervous," and so the distance shortens, and the number of children who ride increases. Transportation has become a very serious problem for school officials, and we need to do all in our power to safeguard our children from losing the benefits of walking in the fresh air. We need to discourage the bringing of children to school in family cars, and the use of automobiles by high school pupils. Walking is becoming a lost art.

238. Do you believe in asking children to subscribe to weekly papers of a current news nature? (Arkansas.)

In the elementary grades as a rule no. Below grade six especially they are too small to earn the money, and this means the poor are sometimes pressed if they try to do it or conspicuous if they don't. In a wealthy school you wouldn't have this problem, but in a poor district it is serious.

In the junior high school the children are older and many of them pick up a little money working or have spending money which is better invested in current events than movies of any old kind.

239. When and by whom should our adolescent girls be taught to dress properly and take care of themselves? (California.)

This should be cared for in the Junior High School stage. It is a good subject for your dean of girls, your physical education teacher, your school nurse, or your school doctor if a woman. Your choice will depend upon the wisdom and personality of the person. There is great need of this work, and few places are doing it. If you leave it to the home you will find most of it undone.

240. Whose business is it to inspect the children for cleanliness, including heads? (Colo.)

The classroom teacher is the only one who can really keep after the children when it comes to cleanliness, "including heads," as you call it. She is the only one who sees the child every day, and cleanliness can only become a habit through daily follow-up where necessary. In stubborn cases the school nurse can help with school visits, and the principal can support the teacher in her efforts. But if the job is really done it has to be done by the classroom teacher.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Tiny Tim Is Found

Tobey Ed and Red Davis led the race. Side by side they elbowed their way down the rough skidroad, neither speaking, but both breathing heavily under the long grind.

"Tiny Tim is gone!" cried the cook as the two big men raced into camp. Tobey Ed and Red Davis stopped and looked at one another. "Gone!" roared Tobey Ed. "Where's he gone?" "Just gone," said the cook. "Left a note saying he didn't want to be the cause of a fight between you two."

"Poor little fellow," said Tobey Ed in a gentler voice than he had ever been heard to use before. "Poor little fellow. Didn't know he was so sensitive. Say, listen to me! Red Davis, you and I have got to find that kid. You go one road and I'll go the other. Whoever finds Tiny Tim wins the fight we were going to have and the other fellow sets up the cigars."

"Perfectly all right with me," said Red Davis with a grin. "Here's my hand on it."

The road Tobey Ed took led back into the deep woods.

"Figured Tiny Tim never's go near a town," said Tobey Ed to himself as he jogged along. "He's a wood baby, that boy is,—just a little wood baby if I ever saw one. I'll find him. He isn't so far but what my long legs can catch him."

An hour later Tobey Ed found Tiny Tim's footprint in a wet spot beside the trail.

"Whoopee!" yelled the giant. "Hey, Tim! Hey, Tim!" Tobey Ed cupped his hands around his mouth and made the woods roar with the call. Tiny Tim heard and looked about for a place to hide. A hollow cedar log lay but-end to the road. Into it the boy crawled on all fours just as Tobey Ed came stumbling around the bend in the trail. Tiny Tim was hidden from sight, but his old blue bandana handkerchief had caught on a splinter and pulled out of his back pocket and waved bravely in the sunlight like a blue flag.

Tobey Ed stopped at sight of it. "Blow me down for a dead one!" he whispered to himself, "if the young one hasn't hid on me." As he spoke the big fellow tip-toed up to the hollow cedar and got down on his hands and knees and peeped in. "Hey, Tim!" he called gently, "Come on out. You aren't a bear. Come on out. I've been looking for you. The whole camp is looking for you. Everything is all right, and there isn't going to be any fight at all."

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There was no sound from inside the log.

"Got a ride for you all the way back," coaxed Tobey Ed, "right up here on my shoulder. Won't pester you any more either, and say, Red Davis has got to treat to cigars, for I found you first. We put our old paws together on that."

Tiny Tim sniffled way back in the hollow log.

"Lost my old blue rag," he said. "See if you can find it out there. Can't come out without my old blue rag."

Tobey Ed grinned and passed in the handkerchief.

Five minutes later Tiny Tim crawled out. He had been crying, and there were clean round spots around his eyes where he had wiped away his tears. The clean spots made Tiny Tim look like a sober old owl as he sat there facing Tobey Ed, his eyes blinking in the strong sunlight.

"Up you go!" boomed Tobey Ed as he hoisted the little fellow to his big shoulder.

That night after supper Tobey Ed slammed his big flat hand down on the table, making the dishes jump a foot and rattle about.

"Stop all this racket," he roared. "We've got to have quiet in this room for a minute. I'm feeling so good I'm going to play you a tune on my mouth organ."

The Monkey and the Crab

On the seacoast of India in certain places the jungle comes down to the very edge of the sea. Instead of people, troops of monkeys play on the sand, catching little crabs for food. Here and there along the sandy beaches huge rocks are exposed at low tide and the water, swirling around them as it rushes out, hollows away the sand, making pools in which sea creatures hide in the seaweed until the tide returns. One day a traveler, hidden in a leaf shelter, saw a monkey approach such a pool, squat on the rim and look long and earnestly into the water. He was, undoubtedly, waiting for a little fish or a crab to come within reach of his hairy paw. Suddenly the monkey darted his hand into the pool. He caught hold of something, for he began to struggle violently. The traveler was amused at first, for it seemed that the monkey had overreached himself. As time went by the traveler was amazed at the determination of the monkey not to let go. The tide gradually started to come in. As its first waves lapped the monkey's feet the little animal grew frantic, bounding this way and that in his vain efforts. Then the traveler realized that the monkey himself had been caught and was being held to be drowned by the rising tide.

The traveler went to the poor creature's aid. Thrusting in his hand he caught hold of the enormous claw of a King crab. The creature had caught the monkey's paw with one claw and anchored itself with its others to the tough seaweed. In telling the tale the traveler laughed and said: "I could not help thinking, as I pulled that crab out of the water and pried his claw loose from the monkey's paw, of the crooked money-lender, the liquor-vender, the seller of cigarettes to children, and all the other wicked trappers of men. They use the same bait and go through the same tactics as that King crab; as for the monkeys, the beach is full of them, simple-foolish-eager-hungry-easily led,—many of them destined to be drowned in every incoming tide."

Kite-Flying

The Chinese make a national sport of kite flying. Old and young spend hours creating the most wonderful kites out of rice paper and bamboo. Some are shaped like golden dragons, with long, scaly tails, others glow like lovely lanterns; others have painted upon them the sunset peak of the sacred mountain; others are fashioned into the heads of queer old men and grotesque masks of warriors, but all are works of art, into which the maker has put all his skill.

When the day comes for flying the kites what a grand stir there is; every curly-edged roof top is filled with chattering, chanting, high-voiced Chinamen; the kites are let up carefully into the swing of the breeze; the string is played out bit by bit. At last the air is literally alive with strange shapes and beautiful colors, the kites dip and bow and swing this way and that, aglitter in the eye of the sun, like a flock of many-colored parrots.

Every kite flyer is supremely proud of his own effort. Why should he not be? How many hours of labor with knife and paint brush and glue pot have gone into the making of the

thing that he now flies so proudly from his own roof top!

To a philosopher looking on, the whole spectacle is full of rich meaning; it is an expression of individual thinking, like the house a man builds or the way he acts in company.

I can imagine the philosopher stroking his chin and saying: "After all, are we not all kite flyers? Is not every act of ours a kite flown from our own roof top into the eye of the critical world about us? That man there, who is red-faced and violent, who is swearing as he shakes his fist; what a dragon-like kite he is flying at this very moment; that girl who is sneering at the broken shoes of a little neighbor; what a pitiful kite she is flying for the world to look at; on the other hand, see that gentle mother who is wiping the tears from the eyes of one child while she gets another ready to go to school; what a beautiful golden kite of service she is flying above that humble home!"

And the philosopher would be right in all he says; kite-flying is not left entirely to the artistic spirits of the Chinese; we are all kite-flyers in our own individual ways.

The Tree of Life

In far-off Samoa the tree of life lifts up its tall fronds along the white sand beaches. Visitors who see it for the first time waving like huge inverted feather dusters as the wind sweeps over it, exclaim: "See, there is the cocoanut palm."

An hour's journey through any Samoan settlement will convince the traveler that the palm of life is truly what our title calls it, "The Tree of Life."

Beneath its waving tops the native builds his villages. Its tall, pliant trunks stand guard over his home against storms of wind and rain. The houses themselves are made sturdy by supporting beams of palm. See those women yonder! They are weaving baskets and mats out of the coarser leaves! That man is collecting the dead branches that the wind has broken off close to the main stem for use as firewood. That little girl is twisting the strong fibres of the outer husk into a strong rope. The cocoanut, itself, crowns every tree top with its huge clusters. The cocoanut shell, deftly split in two, gives cups and dishes for all sorts of purposes, while of course the white milk affords a delicious drink, and the pulpy meat is a food as nourishing and good as any in the world.

Not satisfied with doing all this for the brown people who live about its base, the tree bears its nuts in such quantity that thousands of pounds a year are sold to the foreign trade, yielding the ready cash needed to buy whatever else the simple life of the people demands.

Thus the cocoanut palm can be truly called the tree of life. And yet—beneath its waving branches live the laziest people in the world.

Life comes too easy to these simple children of the palm. It is the old, old story worked out to national size. To him whose life is too much sheltered, weakness comes like an insidious poison, slowing down his motions, dulling his eyes, deafening his ears, reducing him to a spineless creature, useless alike to himself and mankind. He who rides the gale is ruddy of cheek; he who climbs the mountain is clear of eye; he who pits his strength against the soil draws might and muscle from the surging of the plow. Out of conflict comes strength; out of the battle the power to battle on. Hardship is man's dearest friend, for under its bitter teaching is built up those qualities of soul that lift man above the earth; its conqueror and the master of his own will.

Gradatim

In this noble poem, one of the choicest ever written, the importance of the little things in life are given their proper place in our spiritual growth. It is the nature of mankind to aspire to do great and noble things. We all dream of some magnificent creative enterprise springing fully developed from our souls. This dream is but the effort of the spiritual force to realize if need be even in only the misty vanishing walls of dreamland, the deep creative urge that drives us on restlessly while we live. The reason is all very simple. Each and every one of us was born into this world to do some creative thing. To gain experience, to dream, to do. For most of us the great things we dream of remain a dream and sink back into the silences when we close our eyes for the last time. "Gradatim" shows us how every little detail of our lives may be made the bricks and mortar of an imposing and lasting temple of the soul. "Wings for the angels, but feet for men." Study this line. There is a world of wisdom in it.

GRADATIM

By JOSIAH GILBERT HOLLAND

Heaven is not reached at a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

I count this thing to be grandly true:
That a noble deed is a step towards God,
Lifting the soul from the common clod
To a purer air and a broader view.

We rise by the things that are under feet;
By what we have mastered of good and gain;
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

Wings for the angels, but feet for men!
We may borrow the wings to find the way—
We may hope, and resolve, and aspire, and pray;
But our feet must rise or we fall again.

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EDUCATION IN ACTION

Soviet Chooses New Savants

Another institution of pre-revolutionary days is passing in Russia. The Leningrad Academy of Sciences, formerly bearing the name "Imperial" and founded by Peter the Great some 200 years ago, is being transformed from a purely scientific body into a semi-political society, according to a report from Moscow printed in a recent issue of the Vossische Zeitung. The Bolshevist rulers of the Soviet Union have not only increased the number of academicians from forty to eighty-five, but they have altered the system of election so that not the members, but the Soviet authorities, have the deciding voice in the selection of the academicians. The greatest scientist in Russia, Ivan Petrovich Pavlof, whose recent work on "Unconditioned Reflexes" has been hailed by H. G. Wells and others as epoch-making, defied the Soviet authorities and refused to vote for three of their nominees. He left the academy declaring: "I will never again set foot in this scandalized building."

Chicago Hobo Students In Plebeian College

Chicago's old Hobo College, which once held forth on Desplaines street, has been succeeded by the Plebeian College under the direction of Frederick Gaul of the Welfare League. The only tuition fee is a dime, which buys also the right to a night's lodging, better known in roadside parlance as a "flop." The attendance at the college seems to indicate that the hobo has as great a thirst for knowledge as he has for travel. This winter 100 students are registered. The quality of the instruction is of a high order. Lectures and discussions on civics, sociology, history, literature and various other topics are given by professors from near-by universities.

Student at Columbia For Sixty Years Dies

William Cullen Kemp, known as "the perpetual student" at Columbia University, died at the age of seventy-eight recently. He studied at the university for sixty years. During his years of study he acquired thirteen degrees. It was said in university circles that when he started as an undergraduate he had no liking for study and that a wealthy relative, in order to urge him on, left $2,500 a year as long as he remained in college. His friends, however, said that he wanted to study and remained at Columbia to indulge in this desire.

Summer Schools To Undergo Change

State supported educational institutions in Virginia are considering a drastic change in the plan of conducting summer schools. A special committee of leaders from these schools is at work on plans for this change. The purpose is to work out a system of one summer term of nine weeks instead of two terms of six weeks as has been the practice in the state for many years. The committee is headed by Dr. J. L. Jarman, president of State Teachers College at Farmville, Va. The other members of the special committee are Dean K. J. Hoke, of William and Mary College; President S. P. Duke, of Harrisonburg State Teachers College, and Dean C. G. Maphis, of the University of Virginia.

Mrs. Depew Endows Public Speaking Chair

Mrs. Chauncey M. Depew has given the income of $120,000 in perpetuity to found a Department of Public Speaking at George Washington University, with courses especially designed for members of Congress, attaches of the Department of State and other government officials, in memory of her husband, the late Senator Chauncey M. Depew, of New York. The department will be developed in connection with the new school of government established at the university last fall under the terms of a $1,000,000 endowment given by the Supreme Council of the Scottish Rite of the Southern Jurisdiction. The Depew gift will amount to about $6,000 a year.

25 Groups Support Merit Schools Bill

In an effort to eliminate "politics in the schools," twenty-five teachers' and civic organizations in New York State are presenting the annual merit bill to the Legislature at Albany. For many years members of the teaching profession have contended that some positions "at the top" in the school system would be better filled by the customary "merit" procedure of examination, elimination and eligible lists than under the present method of appointment by the Board of Education on recommendation of the Board of Superintendents. At present eligible lists are provided for teaching positions and for elementary school principalships. All other positions, professional and professional-administrative, are filled by the Board of Superintendents. These higher positions include district superintendencies, high school principalships, directors of special branches, and teachers and principals of training schools. The merit bill would place these positions on a "merit basis." It does not provide new procedure in choosing associate superintendents and superintendents of schools, which are considered administrative posts. The bill applies only to "professional positions carrying permanent tenure."

High School Credit For Nurse Training

To enable a young woman to become a graduate nurse, and to graduate from high school, both within five years, a co-operative arrangement has been made between the city school board of Cheyenne, Wyoming, the division of vocational education, and the Cheyenne Memorial Hospital. Under this arrangement a girl who has completed two years in high school is allowed to enter the nurse-training course of the hospital. She will receive five units of credit for satisfactory school and laboratory work done in the hospital, and she returns each day to school for one period of regular high school work

New Bill Aids Rural Schools

A bill for promoting vocational training in rural communities, which passed the Senate last April, has been passed by the House. It provides for an expenditure of $500,000 in the next fiscal year, with an increase of $500,000 annually for eleven years, and then a permanent annual appropriation of $6,000,000. Half of the money would be used in promoting education in agricultural schools in the various states, and the other half for development and improvement in home economics. Federal funds allocated through the Federal Board of Vocational Education are to be matched by states or local communities. The bill, it is pointed out, is not new legislation but is an extension of the program begun under the Smith-Hughes Act of 1917. It proposes merely to carry the work into communities that want the service and cannot obtain it without federal funds.

A College On Wheels

Vermont has joined the list of states which try to educate their farmers by means of a "college on wheels." The State Department of Agriculture, the University of Vermont and the railroads have sponsored the operation of a special train, to teach the people, particularly the farmers, the value of scientific application in the dairy industry.

Student Failures Alarm Colleges

The problem of student mortality is at last beginning to receive some sustained attention, according to William Mather Lewis, president of Lafayette College. A recent estimate shows that about 300,000 freshmen entered colleges last Fall. By commencement day in 1931 this number will have dwindled to 150,000. It is essential to eliminate the avoidable mortality and thus secure more stable and more able student bodies, he declares. Two main causes are given for the present condition: first, faulty standards and methods of admission, and, second, failure to adjust the incoming student to his environment. These two are closely associated. Obviously, it is not possible successfully to adjust all types of mentality and character to the life of a college. A selective process is imperative. It gives us pause to realize that whereas a generation ago one person out of every 1,000 in the United States attended an institution of higher learning, today the average is one out of 150.

Attendance in Negro Colleges

In 1916 there were 1,643 students of college grade in the negro educational institutions of this country. In 1927 there were eight times as many—13,646. The prediction is made that the number will have been increased to 25,000 by 1930. More than half of these students are enrolled in race denominational schools. Of the ninety-nine such institutions two-thirds are doing college work. There is a growing demand for additional qualified instructors. The unprecedented interest shown by negro boys and girls for higher education is symptomatic of that nation-wide go-to-college movement which came in the wake of the World War. Along with the white students, the colored became imbued with the desire to win scholastic degrees and either teach or enter the professions.

Law Course Urged For Every Citizen

An effort to make the study of law a part of the general education and cultural equipment of the average citizen is part of the public program to be attempted by the newly incorporated association of lawyers known as the American Association of Legal Authors, according to an announcement from New York City. The directors and advisory council, now in process of formation, include leading figures of the bench and bar, most of whom are from New York State. It is planned, however, to make the organization's activities nation-wide in scope as soon as practicable.

Cum Laude Grades Linked to Success

"Don't be extra bright in college if you would succeed in later life," is the gist of an article by James M. Morton, Jr., Justice of the United States District Court of Massachusetts, in the Harvard Alumni Bulletin. Judge Morton says it has been his observation that the moderately good student in college is more likely to succeed in his life work than the brilliant or the poor student. Not to mislead undergraduates into the idea that they should strive for mediocre grades, Judge Morton sets the cum laude at graduation as about the proper grade for success in later life.

Standard Home For Domestic Arts

Guidance in all phases of the household arts is to be provided by the Home Making Centre, to be opened by the Federation of Women's Clubs of New York State in Grand Central Palace, New York City. The centre will be a permanent affair. A standard home will be constructed for demonstration purposes. Lectures will be given by members of the American Union of Decorative Artists and Craftsmen, college professors and women specialists in home economics, interior decoration, food and allied subjects. Night classes will be offered to employed women. A plan is being worked out whereby all the public school children in the vicinity of New York City may visit the centre.

Warless Histories Endorsed by Teachers

Well known educators throughout the country have praised the revision of public school texts as undertaken by Dr. Harold Rugg of Teachers College, Columbia University. Dr. Rugg has constructed a new curriculum which he calls "Social Science" and does away with history, geography, civics and like subjects. Through preaching tolerance and understanding and practically obliterating mention of war and political upheavals, his plan involves a significant educational experiment. The Rugg books described the World War in 1,700 words and the Civil War in 2,000 words, avoiding mention of battles. Included in the 300 school systems using them are Passaic, N. J., Chicago Heights, Ill., and Bronxville and Long Beach, N. Y.

Mexico Makes Troops Attend Army Schools

Through establishment of schools at army posts throughout the country the Mexican government has succeeded in reducing illiteracy among the troops to thirty per cent. of the personnel. It is hoped in a few years to wipe it out entirely. The army, apart from officers, is made up from the humble classes, and most of the recruits never before had opportunity to learn to read and write.

Teachers Drive 100 Miles to School

One hundred miles each week through wind and snow and sometimes zero weather is no handicap towards furthering one's education, Superintendent Clason of the Western, Neb., schools, Miss Pauline McBride, Miss Leva Smith and Miss Van Horne, teachers, declare. They drive that distance from Western to Lincoln and back to enable them to attend night classes at the university.

Louisiana Wars On Illiteracy

Louisiana is undertaking to increase materially its literacy standing. A plan involving co-operation between civic, political, religious and educational organizations has been formulated by T. H. Harris, state superintendent of education, aiming toward important progress before 1930. Louisiana, accorded the highest percentage of illiterates in the nation in the 1920 census, will have its public school teachers instruct adults in night classes beginning this spring.. Mr. Harris says that twenty-four lessons, given three times a week for eight weeks, will be sufficient to remove 40,000 to 50,000 from the illiterate class before the next federal census is taken in the state. Each person completing the work will be given not only a certificate but a book as part of the state's effort to encourage him to continue reading. Lack of good roads, and the resulting inability of children to attend school, has accounted in part for the slow progress of public education in Louisiana. This condition also is being corrected rapidly.

Ford to Sponsor Advanced School

An industrial school for advanced work is announced as one of the features to be incorporated in the Ford Museum at Dearborn, Mich., on which foundation work has been started with a view to completion within approximately two years. This school, which

will be in addition to the Ford trade schools at Highland Park and Fordson, will be known as the Thomas A. Edison Institute of Technology, it is understood. Seventeen separate buildings will comprise the museum plant, it is stated. In present plans five of these, each of which will be nearly 800 feet in length, are to be devoted to home industries, agriculture, manufacturing industries, manufacturing and transportation. In the rotunda dome samples of airplanes will be suspended in the air.

Federal Education Chief Is Installed

Dr. William John Cooper has been sworn in as commissioner of the United States Bureau of Education. The ceremony took place in the office of Roy O. West, secretary of the interior, who was a witness, the oath being administered by W. B. Acker, chief clerk of the department of interior. Dr. Cooper, who was appointed to the post of commissioner by President Coolidge last January and promptly confirmed by the Senate, is a native of California. He was graduated in 1906 from the University of California, where he specialized in Latin and history, which branches he taught in Stockton, Calif., for three years after graduation. He then became the head of the history department of the Berkeley Senior High School. He served successively as supervisor of social studies in the Oakland public schools, district superintendent of schools at Piedmont, superintendent of schools at Fresno and at San Diego. In 1927 he was made superintendent of public instruction for the State of California.

Our School Ties With Argentina

In the interest of understanding between the two Americas, twenty Argentine educators are now in the United States studying school systems and observing college and university programs. These twenty men and women represent newly formed body in Argentina known as the Argentine-North American Cultural Association, whose purpose is to develop closer cultural relations between Argentina and the United Stetes, and to remove misunderstanding. The educational system that has made Argentina conspicuous in cultural development was started by Domingo Faustino Sarmiento, the son of poor parents, who taught himself English. Sarmiento established in 1842 the first normal school in Spanish America—the second of its kind in the two Americas, Horace Mann having opened the first one in Lexington, Mass.

TREND OF THE TIMES

AUTOMATIC PILOT consisting of two electric motors, a vane and a pendulum is expected to surpass the best of airplane pilots in mechanical anticipation and prevention of disasters. This combination, according to recent tests, will keep the pilot constantly advised of air conditions, and will anticipate obstructions in "blind" flying which a pilot could never see. The device will guide the ship through these difficulties by taking operation of the plane from the pilot's hands.

COLOR in women's dress appears to respond to a curious periodicity, according to Professor A. F. Barker, head of the textile department of Leeds University. He said we should now be receding from a red period to an orange and yellow period, to be followed in due course by green, blue and violet periods.

NATIONAL TOURIST offices in Paris estimate that a quarter of a million Americans visited France last year, out of a total of two millions of all nationalities. France is indebted to its tourist business last year for at least $400,000,000. Americans spent the most.

AMAZING DIFFERENCE between what money will buy today as contrasted with seven centuries ago is vividly illustrated by the proposal to build a new cathedral at Guildford in southern England. It is assumed that this will cost $10,000,000 at least. Liverpool Cathedral, the latest of the great churches of England, has already cost $3,500,000, and it is not half completed. Yet Salisbury Cathedral, one of the most famous in England, was built seven centuries ago at a total cost of about $130,000. A little money went a long way in the 1200s.

STATISTICS showing the rapid growth of aviation are contained in the current issue of Domestic Air News. The latest figures are as follows: Miles of airways operating January 31, 1929, 19,888; miles of mail airways operating, 17,470; miles of all airways operating or scheduled, 22,664; airplane miles scheduled daily (average), all services, 42,698.

VIENNA is not only an old city, it is also becoming a place with a predominance of elderly or old people. Twenty years ago 17,000 boys of ten and 16,000 of nine years were counted in Vienna. At present there are only 8,000 boys of ten and 7,000 of nine years—a decrease of more than fifty per cent. within two decades. Not only these, but all juvenile ages have gone down in numbers, and, owing to war losses, men up to forty also show a marked decline.

AMERICAN JAZZ has failed to conquer France completely. There are increasing signs that old-fashioned music can still make itself heard above the noise. Youth still dances to jazz tunes, but there has been a distinct revival of old favorites in hundreds of restaurants and concert halls.

MEMBERSHIP in the British trade unions, which began a marked decline immediately after the failure of the general strike in 1926, has reached the lowest number in twelve years. For the first time since 1916 the unions' membership has fallen below 5,000,000, as shown by the latest official figures, those for the year 1927, which show a total union membership of 4,908,000. Collapse of the general strike and the unemployment problem are given as the reasons for the decline.

CANADA'S Government Information Bureau at Ottawa announces that Canadians spent last year $79 a head for American goods (a total of more than $750,000,000) and that the tourist industry "is now quoted as the Dominion's second greatest source of income, $275,000,000—greater than the mineral production."

ATTLEBORO (Mass.) jewelers found that by installing radios with individual headphones their male chain-makers lost no time in talk, worked faster and "accepted night work without a murmur."

OCEAN CURRENTS in the tropics were found to be running wild by Captain George of the steamer Satartia that plies between North and South Americas. A few degrees south of the equator Captain George observed that the northerly current that had made a rut for itself in the ocean was turning southerly, that cross currents existed where none had been before and the general set proved perplexing. He is to report his findings to the United States hydrographic bureau.

FASCIST ITALY places difficulties in the way of emigration except to its African colonies, with the result that population has gained. An excess of births over deaths has also contributed to this desired end.

The BOOK TABLE

JUNIOR AND SENIOR HIGH SCHOOL SPELLER. By Ethel G. Ward, West Commerce High School, Cleveland. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The fact that so much of the writing in business, professional and even social life is done by an expert in spelling has lessened the need of spelling. As a matter of business it is indispensable to clear thinking to know where words come from. One cannot read intelligently who does not know why new words are created.

The radio has created a multitude of indispensable words whose creation is indispensable to every one today. "Amplifier," Latin to enlarge; "Audion," Latin to hear; "radiogoniometer," Greek measure, Greek angle, Latin to emit rays; "Rheostat," Greek a stream; Greek, the standing still.

Mispronunciation is as fatal as misspelling, which makes a book like Miss Ward's "Junior and High School Speller" absolutely necessary for good manners even in the business life of today.

Culture today means familiarity with English language today and where it came from, and it no longer implies acquaintance with things no longer in action by busy people.

FUNDAMENTALS OF BUSINESS PRACTICE, Laboratory Material For Use in Junior Business Training Courses and Fundamentals of Business. By C. E. Birch, Supervisor of Penmanship and Commercial Work, Lawrence, Kansas. New York, Chicago, San Francisco, Boston, London: Gregg Publishing Company.

Business culture is as vital an educational attainment as academic culture. For any one to complete tenth grade work and not be quick in rapid calculation, commercial spelling, typewriting and other Fundamentals of Business he is handicapped as sadly as though he lacked good manners and physical poise.

Business is a universal necessity as much as a knowledge of history and the fundamentals of English. Any one who has no bank account, who does not live by a budget, who buys no stocks, who has to use a pencil in any ordinary transaction, fails to command necessary business respect.

"Fundamentals of Business" are as vital as "Fundamentals" elsewhere. The Gregg Publishing Company makes it easy for any tenth grade student to have a marketable business culture.

TESTING INTELLIGENCE AND ACHIEVEMENT. By Albert J. Levine, Ph.D., Public Schools, New York City, and Louis Marks, Examiner, Board of Education, New York City. Cloth. 400 pages. New York: The Macmillan Company.

The opening paragraph of the book is a delicious sample of the thinking and writing of the authors. "The history of the testing movement is woven out of the strands of philosophy, metaphysics, psychology, physics, and mathematics. The fabric lacks evenness of texture, coarseness and firmness alternating throughout its length. This is to be expected when we consider the extreme mobility of mind and the rigid machinery of mathematics. You may tap the consciousness and draw off a thought; you can never correctly measure it, for the moment it leaves the main stream it is already a broken thought, without support and without sustenance." A few other samples are interesting. "Mind is an integrative unity of psychic powers functioning in varying combinations." "Countless permutations resist the application of infinitesimal calculus." "The assumption that reasoning hierarchizes all the mental powers offers no escape from the dilemma." "It is conceivable that the mental test may find the examiner in the throes of a revolutionizing adjustment in which the predominance of an instinctive or emotional mood may obscure the real self."

It is needless to say that the 391 pages are always fascinating in the thinking and phrasing. We know of no place where the strength and weakness of "The Testing Movement," historically and statistically, biologically and psychologically, are as deliciously oriented, evaluated, and motivated as here.

We have long sought a clear, concise definition of personality, and after an interesting and enlightening study of "An Analysis of Personality" we discovered that "Personality is the psycho-physiological organization of innate and acquired dispositions, tendencies and traits, by virtue of which the individual is enabled to harmonize the dissident forces of instincts and ideals—such innate dispositions and tendencies as manifest themselves through instinctive and emotional behavior and such acquired traits as sentiments, beliefs, habits, mental attitudes, and mental sets."

Lest the reader should think we are a bit facetious we say in all seriousness that following the authors enjoyably through fifty pages the definition is perfectly clear and absolutely simple.

No one should "test and measure" anything in "Testing Intelligence and Achievement," without following closely the trails through which Levine and Marks reach their conclusions.

PAT AND PAL. By Harriet Lummis Smith. Author of "Pollyanna of the Orange Blossoms," "Pollyanna's Jewels," "Pollyanna's Debt of Honor," "The Uncertain Glory," etc. Illustrated by Griswold Tyng. Cloth. Boston: L. C. Page.

If you have an engagement that you must meet, don't start on "Pat and Pal." If you have ever been misled into doubt as to the intelligence of dogs, disabuse your mind of that doubt before you begin, for the proof is so irresistible that even Dr. M. V. O'Shea can invent no trick hereafter that will cast a shadow of suspicion that at least two dogs have human philosophy as well as intelligence.

Harriet Lummis Smith, the author who triumphantly carried on the Pollyanna Glad Books after the series was interrupted by the death of Eleanor H. Porter, creates a love story with a novel point of view. When Priscilla Irwin and young Mr. Hollister fell in love and proceeded to experience the ups and downs proverbially characteristic of affairs of the heart, they doubtless supposed they were acting on their own initiative. But Miss Priscilla's two dogs knew better. Pat, the Boston terrier, who tells the story, makes it quite clear that the whole thing was planned, instigated, engineered and brought to a successful conclusion by the sagacity and unremitting efforts of himself and his friend, Pal, the philosophic collie, whose epigrams enliven the tale.

Books Received

"Courtesy Posters to Color."—"Drill and Work Book in Arithmetic." By Sister Mary Ambrose.—"Steps to Storyland." By Frances Lilian Taylor.—"Adventures in Storyland." By Frances Lilian Taylor.—"Better Living." By Edith W. Lawson. Chicago, Ill.: Beckley Cardy Company.

"Selected Poems of Sir Walter Scott." By John C. Jordan.—"Basketball for Women." By Lou E. Anderson.—"Representative Modern Short Stories." By Eri D. Woodbury.—"The Branom Practice Tests in Elementary Geography." By M. E. Branom. — "Achievement Tests in Modern Foreign Languages." By V. A. C. Henmon.—"Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States." By C. A. Wheeler. New York City: The Macmillan Company.

"The Teacher Outside the School." By J. Frank Marsh.—"Spanish Review Grammar." By Grismer and Graham.—"Schorling-Clark-Potter Arithmetic Test." By Raleigh Schorling, John R. Clark, Mary A. Potter.—"Directed Civics Study." By J. Wesley Foote. Yonkers - on - Hudson, New York: World Book Company.

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GRINS BETWEEN GRINDS

Extremes

Bully—"I hear you have a cute little girl. Is she faithful?"

"No; my girl is too good to be true."

A Tale of a Tail

Teacher—"William, will you please wash your face?" One minute later he comes in with half his face washed.

Teacher—"William, you didn't wash the other half of your face."

William—"Please, teacher, that's as far as my shirt-tail reached."

Surprise

Of all the sad surprises
There's nothing to compare
With treading in the darkness
On a step that isn't there.

Exhilarating

Tourist (after taking deep breath on car platform)—"Isn't this air exhilarating?"

Porter—"No, sah. This air Jacksonville."

Ouch!

"Women and donkeys are always in the way," shouted the man, jamming on his brakes.

"Glad you have manners enough to put yourself last," retorted the girl at the wheel of the car in front.

Socrates of the Sticks

"I have been criticised quite a little by some of the town 'smart-alecks' for using poor grammar. Now I have three good reasons for this. In the first place I don't know any better. Second, half of you wouldn't understand it if I did use it. Third, if I did speak and write correctly, I might be managing some big New York paper at a large salary, and you farmers would lose the best editor in Graham County."

Embarrassing Moment

A barber was shaving a new customer. "Haven't I shaved you before?" said he.

"No," said the customer, "I got those scars in France."

Blessings on Thee!

Blessings on thee, little dame,
Bareback girl, with knees the same,
With thy rolled down silken hose,
And thy short, transparent clothes,
With thy red lips, reddened more,
Smeared with lipstick from the store,
With thy make-up on thy face,
And thy bobbed hair's jaunty grace,
From my heart I give thee joy,
Glad that I was born a boy.

When Silence Was Golden

The new "stenog" looked like a million dollars. "Class" was written all over her. The office force in accord acclaimed her "some dame."

Then she opened her velvet lips and said to the office boy: "Say, Bozo, ain't they no carbon paper around this dump?"

Too Much for Him

Jack—"I saw something last night I'll never get over."

John—"What was it?"

Jack—"The moon."

All He Could Hold

Doctor—"What! Your dyspepsia no better? Did you follow my advice and drink hot water one hour before breakfast?"

Patient — "I did my best, but I couldn't keep it up more than ten minutes."

Discipline

"With whom was your wife quarreling last night?"

"Oh—er—she was scolding the dog."

"Poor beast—I heard her threaten to take the front door key away from him."

Reckless

Rube Arb—"Do you think the money young Eph Hopkins made down in New York will last him long?"

Gid Dap—"Not much! He's going at an awful pace. I was down to the store last night, young Eph was writing hundred-dollar checks and lightin' his cigars with 'em."

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JOURNAL MAIL BAG

Parent-Teacher Co-operation

Editor, Journal of Education:

For several years prior to 1924 the three-room frame school building at Meadowview, Virginia (Washington County), was so bad that the children could not be kept warm because of the actual openings in the walls of the house. The patrons of the school organized a Parent-Teacher Association and started an effort to get a new building.

The new house was completed in the late spring of 1924. It was to accommodate not only the children of the former three-room building, but to be used for pupils from five isolated rural schools in the outlying districts.

With the effort of the Parent-Teacher Association and the leading citizens of the community, a building committee was appointed early in the spring of 1922. A tract of ten acres was purchased for the new plant.

The new house is of the two-story type. The auditorium is in the centre of the building over the large basement playroom. The construction is of steel and brick.

The auditorium is fifty-three by sixty feet, and furnished with 450 opera chairs. The stage is ten by twenty-four feet. There is a moving picture booth, equipped with two machines for projection work.

The complete cost of the plant without the land was $65,000. The plans were drawn and furnished by the State Board of Education.

The enrollment for the session 1928-29 is 340 pupils. This is the elementary school. The secondary school is in another building on a different tract of land.

Very truly yours,
Nat G. Barnhart.

Meadowview, Virginia.

Editor, Journal of Education:

In your issue of February 4 you accord high praise to the achievement of the Oakland, California, baseball team for having won the National High School championship, for which the boys were awarded $125 each plus attendance at the last World Series.

We can have nothing but respect for such ability, and may well praise it. But should a national educational journal accord advertisement to an affair so utterly opposed to the modern idea of high school athletics? Long trips, interstate championships, and monetary rewards are hardly defensible educationally. All reputable physical education organizations unhesitatingly condemn such practices as the above.

Why not find some large high school in which every student is interested in some sport, and plays it? Then give that school enthusiastic applause for carrying out the ideals of the physical education profession.

Sincerely yours,
Harland J. Martin.

Berwyn, Pa.

Educational Opportunities

Editor, Journal of Education:

Perhaps readers of your columns would benefit by the following information:—

Greater Boston is rich in educational opportunities for working men and women. Many courses in a variety of subjects are beginning in January and February. The Prospect Union Educational Exchange, of Cambridge, Massachusetts, publishes a booklet, "Educational Opportunities of Greater Boston, Catalog No. 6, 1928-1929," which lists 2500 courses in 575 subjects offered by 150 schools in Boston and vicinity. The catalog may be consulted at any Public Library and at the office of the Educational Exchange, 760 Massachusetts avenue, Cambridge. A limited number of these booklets are available for free distribution.

The Prospect Union Educational Exchange gladly offers its service free of charge to adults who seek educational information and vocational counseling.

Very truly yours,
Zelda Lions.

Boston.

Kindergarten Training Compulsory

Editor, Journal of Education:

Because of your great interest in education throughout the country for so many years, I thought that you might be interested in learning that our Board of School Trustees has approved my recommendation to make kindergarten training compulsory for the children of Terre Haute. We now require that all children six years of age or older, who have not had kindergarten training, spend at least one semester in the kindergarten before entering the 1-B grade.

We are certain that this regulation will do much to promote this important phase of our educational work in this city.

Yours truly,
George C. Carroll.
Terre Haute, Indiana.

What Good Did It Do?

What good did it do when you frowned? let me ask;
Did it help, you at all to accomplish your task?
Did it lighten your burden or help you along?
Did the frown that you wore make a right out of wrong?

What good did it do to be grouchy today?
Did your surliness drive any trouble away?
Did you cover more ground than you usually do
Because of the grouch that you carried with you?

If not, what's the use of a grouch or a frown,
If it won't smooth a path or a grim trouble down?
If it doesn't assist you, it isn't worth while;
Your work may be hard, but just do it—and smile.

—*Detroit Free Press.*

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